

## Skyland Elementary

4221 Hwy 14 N  
Greer, SC 29651

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	621 Students	
<b>Principal</b>	Carolyn J. Styles	864-355-7200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	52	26	3	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Good	Yes
<b>2005</b>	Good	Below Average	Yes
<b>2006</b>	Good	Below Average	No

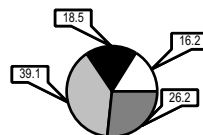
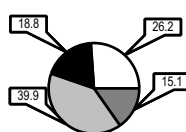
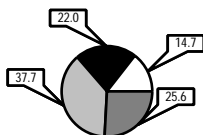
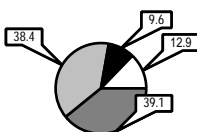
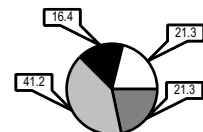
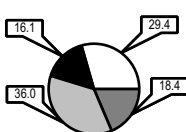
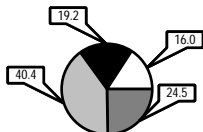
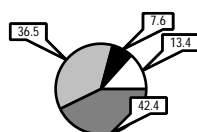
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	288	96.9	11.4	38.8	39.9	9.9	65.8	Yes	Yes
<b>Gender</b>									
Male	134	94.0	17.1	46.2	29.9	6.8	55.6	N/A	N/A
Female	154	99.4	6.8	32.9	47.9	12.3	74.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	250	96.8	9.5	38.5	41.6	10.4	68.0	Yes	Yes
African American	14	92.9	18.2	45.5	36.4	0.0	45.5	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	40.0	20.0	6.7	46.7	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	239	100.0	7.0	37.7	44.3	11.0	71.9	N/A	N/A
Disabled	49	81.6	40.0	45.7	11.4	2.9	25.7	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	288	96.9	11.4	38.8	39.9	9.9	65.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	14	100.0	36.4	36.4	18.2	9.1	45.5	I/S	I/S
Non-Limited English Proficient	274	96.7	10.3	38.9	40.9	9.9	66.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	114	95.6	22.9	38.5	36.5	2.1	55.2	Yes	Yes
Full-pay meals	174	97.7	4.8	38.9	41.9	14.4	71.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	287	96.9	12.2	38.2	26.7	22.9	64.9	Yes	Yes
<b>Gender</b>									
Male	133	94.0	12.1	41.4	23.3	23.3	61.2	N/A	N/A
Female	154	99.4	12.3	35.6	29.5	22.6	67.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	249	96.8	9.6	38.7	27.0	24.8	67.4	Yes	Yes
African American	14	92.9	27.3	36.4	27.3	9.1	45.5	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	40.0	20.0	6.7	40.0	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	238	100.0	8.4	37.9	28.2	25.6	69.6	N/A	N/A
Disabled	49	81.6	37.1	40.0	17.1	5.7	34.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	96.9	12.2	38.2	26.7	22.9	64.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	14	100.0	45.5	36.4	9.1	9.1	36.4	I/S	I/S
Non-Limited English Proficient	273	96.7	10.8	38.2	27.5	23.5	66.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	114	94.7	16.8	46.3	23.2	13.7	55.8	Yes	Yes
Full-pay meals	173	98.3	9.6	33.5	28.7	28.1	70.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	287	99.3	25.9	40.0	15.2	18.9	34.1
<b>Gender</b>							
Male	133	98.5	28.5	35.8	17.1	18.7	35.8
Female	154	100.0	23.8	43.5	13.6	19.0	32.7
<b>Racial/Ethnic Group</b>							
White	249	99.2	23.6	41.4	14.8	20.3	35.0
African American	14	100.0	41.7	41.7	8.3	8.3	16.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	46.7	26.7	20.0	6.7	26.7
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	238	100.0	20.3	41.4	16.7	21.6	38.3
Disabled	49	95.9	55.8	32.6	7.0	4.7	11.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	99.3	25.9	40.0	15.2	18.9	34.1
<b>English Proficiency</b>							
Limited English Proficient	14	100.0	63.6	18.2	18.2	0.0	18.2
Non-Limited English Proficient	273	99.3	24.3	40.9	15.1	19.7	34.7
<b>Socio-Economic Status</b>							
Subsidized meals	114	98.2	33.0	44.0	11.0	12.0	23.0
Full-pay meals	173	100.0	21.8	37.6	17.6	22.9	40.6

<b>Social Studies</b>							
All Students	287	99.3	15.9	39.3	26.3	18.5	44.8
<b>Gender</b>							
Male	133	98.5	19.5	39.0	25.2	16.3	41.5
Female	154	100.0	12.9	39.5	27.2	20.4	47.6
<b>Racial/Ethnic Group</b>							
White	249	99.2	14.3	38.4	27.4	19.8	47.3
African American	14	100.0	25.0	58.3	16.7	0.0	16.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	40.0	20.0	6.7	26.7
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	238	100.0	10.6	38.8	29.5	21.1	50.7
Disabled	49	95.9	44.2	41.9	9.3	4.7	14.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	99.3	15.9	39.3	26.3	18.5	44.8
<b>English Proficiency</b>							
Limited English Proficient	14	100.0	45.5	36.4	9.1	9.1	18.2
Non-Limited English Proficient	273	99.3	14.7	39.4	27.0	18.9	45.9
<b>Socio-Economic Status</b>							
Subsidized meals	114	98.2	28.0	37.0	23.0	12.0	35.0
Full-pay meals	173	100.0	8.8	40.6	28.2	22.4	50.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	98	99.0	8.4	30.5	50.5	10.5	61.1
	4	86	100.0	15.5	50.0	33.3	1.2	34.5
	5	120	100.0	26.1	40.9	31.3	1.7	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	96.6	8.5	28.0	51.2	12.2	63.4
	4	104	96.2	11.1	36.4	41.4	11.1	52.5
	5	95	97.9	14.6	52.4	26.8	6.1	32.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	98	100.0	10.4	44.8	31.3	13.5	44.8
	4	86	100.0	9.5	40.5	34.5	15.5	50.0
	5	120	100.0	20.0	38.3	24.3	17.4	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	96.6	11.1	40.7	29.6	18.5	48.1
	4	104	95.2	10.2	31.6	29.6	28.6	58.2
	5	95	98.9	15.7	43.4	20.5	20.5	41.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	98	100.0	19.8	39.6	30.2	10.4	40.6
	4	86	100.0	27.4	35.7	20.2	16.7	36.9
	5	120	100.0	36.5	26.1	14.8	22.6	37.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	100.0	28.6	51.2	13.1	7.1	20.2
	4	104	98.1	20.6	36.3	20.6	22.5	43.1
	5	95	100.0	29.8	33.3	10.7	26.2	36.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	98	100.0	8.3	40.6	24.0	27.1	51.0
	4	86	100.0	15.5	44.0	27.4	13.1	40.5
	5	120	100.0	24.3	41.7	13.9	20.0	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	100.0	11.9	45.2	36.9	6.0	42.9
	4	104	98.1	11.8	36.3	25.5	26.5	52.0
	5	95	100.0	25.0	36.9	16.7	21.4	38.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 621)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.3%	Up from 3.3%	2.3%	2.8%
Attendance rate	96.5%	Down from 96.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Up from 3.0%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Up from 3.0%	0.4%	0.0%
Eligible for gifted and talented	16.1%	Down from 16.7%	16.1%	10.4%
On academic plans	26.9%	N/AV	26.2%	33.6%
On academic probation	14.4%	N/AV	0.0%	1.0%
With disabilities other than speech	7.9%	Down from 9.0%	7.3%	7.5%
Older than usual for grade	0.7%	Down from 1.0%	0.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	75.7%	Up from 68.4%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 90.3%	88.8%	87.3%
Teacher attendance rate	95.9%	Down from 96.0%	95.0%	94.9%
Average teacher salary	\$47,650	Up 5.1%	\$43,260	\$42,485
Prof. development days/teacher	18.0 days	Up from 11.5 days	12.9 days	13.3 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 17.8 to 1	19.8 to 1	18.6 to 1
Prime instructional time	91.2%	Down from 91.7%	90.1%	89.7%
Dollars spent per pupil*	\$5,421	Up 2.2%	\$6,163	\$6,557
Percent of expenditures for teacher salaries*	67.3%	Down from 68.0%	64.5%	64.0%
Percent of expenditures for instruction*	71.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	N/R	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Based on the 2004-05 Palmetto Challenge Achievement Testing (PACT) testing data, Skyland students continued to perform well on state-mandated assessments. Skyland has fewer students scoring at the below basic level in the areas of math, science, and social studies than schools similar to ours. Moreover, it has more students scoring at the advanced level in the areas of science and social studies. Although our science and social studies scores stand out as strengths when compared to similar schools, it is our desire to continue to increase the percentage of students scoring basic and above in these subject areas. As a result, one of our goals this year was to increase the percentage of students scoring basic and above in the area of science to 75%, a 5% increase. In order to accomplish this goal, multiple strategies have been implemented. One of these strategies was to implement science lab instruction in grades K-5 through 5th. Another was to implement MAP (Measures of Academic Progress) testing in the area of science to assist teachers in targeting weak areas for additional instruction and remediation prior to PACT testing.

An area in which we will continue to focus is the area of English Language Arts (ELA). Our goal is to increase the percentage of students scoring basic and/or above in PACT English/Language Arts (ELA) to 82%. MAP testing will also be utilized as a strategy to target instructional areas in ELA that require additional instruction and remediation. In addition, a computer-based program, English in a Flash/Fluent Reader, was purchased to accelerate the proficiency of selected students scoring below basic in the area of ELA.

In closing, we would like to express our gratitude to you for being an integral part of our team at Skyland Elementary. Building a school of excellence requires teamwork. Please join us in acknowledging Skyland's dedicated teachers, staff, business partners, and volunteers who give selflessly to ensure that every child succeeds. Skyland Elementary continues to provide quality education in a place where children flourish.

Carolyn Styles, Principal  
Beth Ehlich, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	91	60
Percent satisfied with learning environment	100.0%	90.9%	93.0%
Percent satisfied with social and physical environment	100.0%	97.8%	93.1%
Percent satisfied with school-home relations	100.0%	97.8%	91.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.